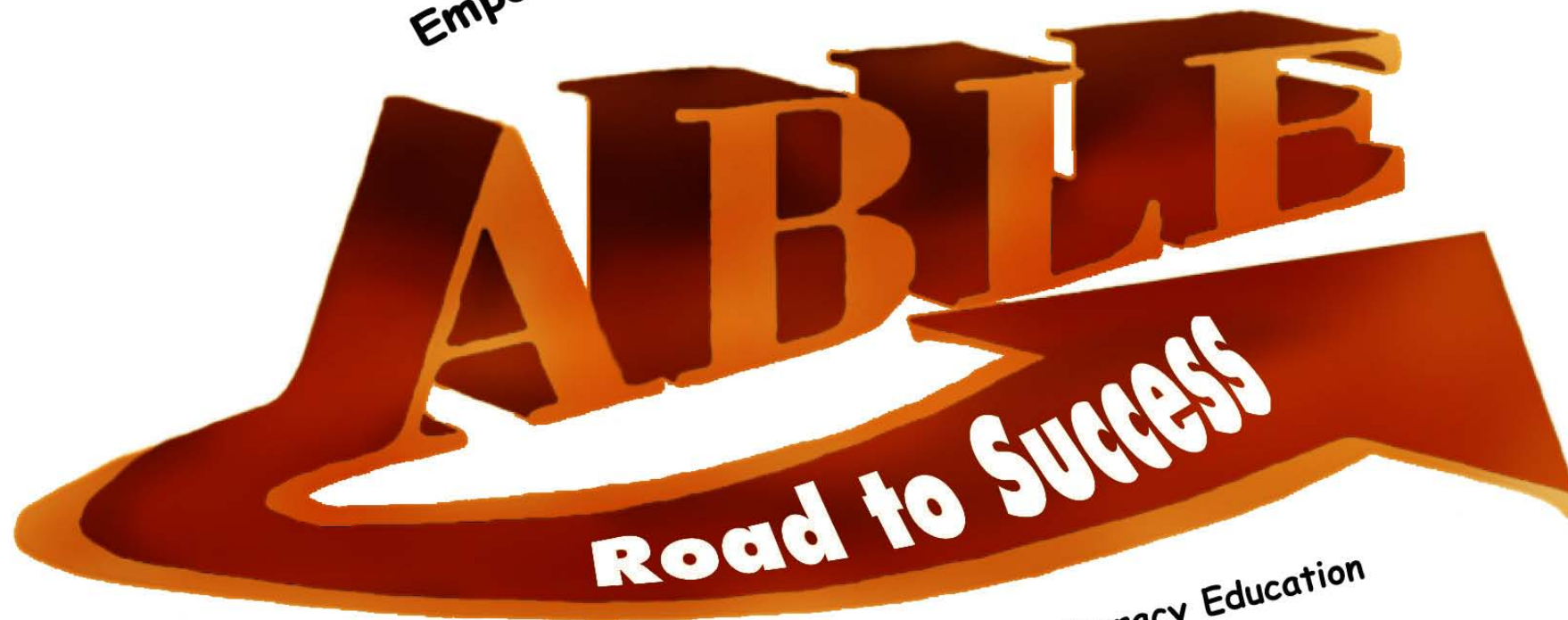


Empowerment through knowledge



Adult Basic and Literacy Education



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

August 20, 2009/Revised 7/6/10



**Montana
Office of Public Instruction**
Denise Juneau, State Superintendent

opi.mt.gov

August 20, 2009

Office of Public Instruction
P.O. Box 202501
Helena, MT, 59620-2501
(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)
opi.mt.gov

Dear Montana Adult Educators:

The Montana Adult Education Content Standards confirm a commitment to accountability and professionalism. They demonstrate the all-inclusive educational experience that is available for our adult students. Through these standards students, employers, education partners, and policy makers have a clear understanding of the knowledge and skills that are required to transition from an adult education program to the workforce or to postsecondary education.

This document is a hallmark for adult education, as standards define quality. Standards are the tools that align curriculum, assessment, and instruction, which results in improved student outcomes. Additionally, adult education standards are a critical piece in our seamless education system. These standards define your role in the Montana education system.

I want to acknowledge the team of professional educators that created the Montana Adult Education Content Standards. Their knowledge of content, assessment, best practice, and student needs framed the standards and transformed adult education. They have given me the ability to assure policy makers and education partners across Montana that our adult education instruction is consistent, rigorous, and meeting student needs. Students, instructors, communities, and our state are the benefactors of the hard work of the Montana Adult Education Content Standards writing team.

Sincerely,

Denise Juneau
State Superintendent

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."



**Montana
Office of Public Instruction
Denise Juneau, State Superintendent**

Office of Public Instruction
P.O. Box 202501
Helena, MT, 59620-2501
(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)
opi.mt.gov

opi.mt.gov

August 20, 2009

Dear Montana Adult Educator:

It is with great pride that I present to you the first edition of the Montana Adult Education Content Standards. These standards represent the rigor, scope, and depth of adult education. They set benchmarks for our students and validate our profession, as well as raise the awareness and visibility of our instruction.

I am grateful to the team of dedicated Montana adult educators who spent countless hours in the development of these adult education content standards. Over the span of many months, they met frequently and maintained an ongoing professional dialogue to share research and cutting-edge information on adult education standards. Their comprehensive, ongoing work laid the foundation for the Montana Adult Education Content Standards. It is important to understand that the standards writing team envisioned a working document for Montana adult educators, this vision drove their work. From their research and commitment to a meaningful document, they developed standards that reflect the current needs of our state, our programs, and our students. Knowing that the demands on our profession are ever changing, the team built the standards to evolve with the shifting needs of the workforce and postsecondary education. The Montana Adult Education Content Standards are divided into two major documents: Adult Basic and Literacy Education (ABLE), and the standards for English Speakers of Other Languages (ESOL). Combined these documents represent the holistic nature of our program and our commitment to transitioning all students.

The standards are the road map for all adult educators, as they clearly articulate what our students must know at each education functioning level. They ensure consistency of instruction and relevant learning experiences across the programs. These standards reflect our learners' needs and strengthen our adult education delivery system.

The adult education community is fortunate to have the outstanding team of educators that contributed their time, their knowledge, and instructional expertise to create this document. Collaboratively they have shaped the future of adult education, the success of our students, and the economic strength of our communities.

The standards now belong to all adult educators. Input from adult educators and partner agencies will be incorporated into scheduled, periodic review of the standards. You now have standards that will continue to focus your instruction, inform your education partners, and prepare your students for the future.

Sincerely,

Margaret Bowles
State Director of Adult Basic and Literacy Education

Montana ABLE Mission Statement

Believing that every person has purpose, value and potential,
Montana Adult Basic and Literacy Education (ABLE) provides free instruction
to adults and out-of-school youth to improve basic skills, attain a GED,
transition to postsecondary education, and/or to improve their employment status.

Montana ABLE Purpose

The Adult Basic and Literacy Education Program (ABLE) is the key to providing a better life to thousands of Montana adults and to providing a cadre of workers for employers across the state. ABLE may be the bridge from unemployment to employment, basic education to postsecondary education, and lack of self-esteem to a strong sense of self-worth. The ABLE bridge is critical in moving Montana forward. We transform individuals, families, communities, and the workplace.

Margaret Bowles,
State Director of Adult Basic and Literacy Education

Project Participants 2008-2009

Facilitator

Claudia Bianca-DeBay NV ABE CASAS Manager/Trainer & Resource Specialist

Montana ABE Content Standards Writing Teams

Mathematics

Kathie Daviau	Billings Adult Education Center, Billings
Mike McCarthy	Dickinson Lifelong Center, Missoula
Rose Steiner	Billings Adult Education Center, Billings

Reading

Maggie Doll	District 4 Human Resource Development Counsel, Havre
Jackie Goldhahn	Great Falls ABE, Great Falls
Jerry Guay	Hardin ABE Program, Hardin
Vicki Mattingly	Great Falls ABE, Great Falls

Science

Kathy Jackson	Billings Adult Education Center, Billings
Steve Opheim	Great Falls ABE, Great Falls

Social Studies

Maggie Doll	District 4 Human Resource Development Counsel, Havre
Jackie Goldhahn	Great Falls ABE, Great Falls
Cathy Smyers	Dickinson Life Learning Center, Missoula

Writing

Maggie Doll	District 4 Human Resource Development Counsel, Havre
Jackie Goldhahn	Great Falls ABLE, Great Falls
Jerry Guay	Hardin ABLE Program, Hardin
Vicki Mattingly	Great Falls ABLE, Great Falls

Design Team

Kathie Daviau	Billings Adult Education Center, Billings
Suzette Fox	Billings Adult Education Center, Billings
Kathy Jackson	Billings Adult Education Center, Billings
Rose Steiner	Billings Adult Education Center, Billings

Review Team

Claudia Bianca-DeBay	NV ABE CASAS Manager/Trainer & Resource Specialist
Norene Peterson	Billings Adult Education Center, Billings

Table of Contents

Denise Juneau, State Superintendent Letter-----	<i>i</i>
Margaret Bowles, State Director of Adult Basic and Literacy Education Letter ---	<i>ii</i>
Montana ABLE Mission Statement -----	<i>iii</i>
Montana ABLE Purpose -----	<i>iii</i>
Project Participants 2008-2009 -----	<i>iv</i>
Introduction-----	3
Purpose of the Content Standards -----	3
Statements of Significance -----	3
Standards Overview -----	4
How to Read the Montana Adult Content Standards -----	4
Mathematics Standards-----	6
Introduction – Adult Mathematics Content Standards -----	6
Mathematics Content Standards -----	7
Reading Standards-----	13
Introduction –Adult Reading Content Standards-----	13
Reading Content Standards-----	14
Science Standards -----	21
Introduction – Adult Science Content Standards -----	21
Science Content Standards -----	22

Social Studies Standards-----	29
Introduction – Adult Social Studies Content Standard -----	29
Social Studies Content Standard -----	30
Writing Standards -----	41
Introduction – Adult Writing Content Standards-----	41
Writing Content Standards-----	42
Bibliography-----	48

Introduction

Purpose of the Content Standards

Montana Content Standards were designed for instructors of Adult Basic and Literacy Education students who are 16 years or older, not enrolled in secondary school and strive to:

- Improve their skills for employment;
- Study to earn their GED;
- Improve their skills to enter postsecondary education; and
- Increase awareness of civic responsibilities and become productive citizens.

The content standards indicate what adult students should know, understand, and be able to do in a specific content area. Benchmarks define the expectations for student's knowledge, skills and abilities along a continuous curriculum. The learner will continue to practice the skills indicated by prior levels of difficulty as they progress through the program.

Statements of Significance

Significance to the Adult Learner: The Montana Content Standards provides a consistent curricular framework for all Montana adult education learners. A curricular framework informs instruction that will better prepare adult learners in attaining their self-selected goals.

Significance to Programs and Instructional Practices: The Montana Content Standards defines clear student performance outcomes for adult educators, enabling them to provide consistent and appropriate instruction. Adult educators acknowledge and embrace the fact that the diverse learner population brings many strengths and weaknesses to adult education, and with standards-based instruction the learning needs of these diverse learners will be addressed, ensuring they reach their learning potential.

Significance to the State of Montana: The Montana Content Standards establishes a strong foundation for effective delivery of services to all adult learners. Additionally, the Standards offer benchmarks for learning and target performance, setting forth high expectations for quality and accountability. However, the impact of adult education goes far beyond the learners. Families, communities and the state are affected, as adult learners are better able to fulfill their responsibilities as parents, family members, citizens and members of the workforce.

Significance to the Profession of Adult Education: The Montana Content Standards raise the bar on instructional performance and accountability. Standards also increase the credibility and validity of adult education within the state education system, as the standards demonstrate the significant role that adult education plays in transitioning learners into postsecondary education and the workforce.

Standards Overview

Adult education is driven by the needs of the students and the National Reporting System (NRS). The Montana Content Standards writing team used the 6 educational functioning levels from the NRS, required workplace skills, and the academic competencies required for the GED exam and postsecondary entry in creating these standards.

In observing and evaluating adult education content standards from various states, the writing team produced standards that reflect the content areas taught throughout the state of Montana and the needs of Montana students and instructors.

How to Read the Montana Adult Content Standards

The Montana Adult Content Standards address the following areas:

- Mathematics
- Reading
- Science
- Social Studies
- Writing

These standards provide guidelines for Montana's Adult Basic and Literacy Education teachers as they instruct adult learners. The standards correlate content to the NRS and equivalent grade levels. Additionally, they relate content to the GED, postsecondary, and workplace skills.

The standards use a table format. Dots relate to the National Reporting System (NRS) and Grade Equivalent (GE) levels in these tables. A dot in a column indicates when concepts are typically taught and proficiency is reached.

Checkmarks indicate skills that are typically required to be successful with the GED, postsecondary training, and the workplace.

Abbreviations Key

ABE – Adult Basic Education

GE – Grade Equivalents

NRS – National Reporting System

Beg Lit – Beginning Literacy

Beg ABE – Beginning ABE Literacy

Low Int – Low Intermediate ABE

High Int – High Intermediate ABE

ASE Low – Adult Secondary Education Low

ASE High – Adult Secondary Education High

Checks

GED ✓

A check mark in the GED column indicates the skills that are typically required to be successful on the GED Test.

Workplace Skills ✓

A check mark in the Workplace Skills column indicates the literacy and numeracy skills that are typically needed for the workplace.

Postsecondary ✓

A check mark in the Postsecondary column indicates the skills that are typically needed to enter a postsecondary setting.

Dots

A dot in the NRS column indicates when students are typically taught and reach proficiency in the skill.

Introduction – Adult Mathematics Content Standards

The Montana Adult Mathematics Content Standards address the following Benchmarks:

Pre-Computational Math Skills
Whole Numbers
Fractions
Decimals
Ratios, Proportions, and Percentages
Units of Time and Measurements

Table, Charts, Graphs and Maps
Data Analysis
Geometry
Algebra
Technology

The following standards provide guidelines for Montana's Adult Basic and Literacy Education teachers as they instruct adult learners. The standards correlate content to the National Reporting System and equivalent grade levels. Additionally, they relate content to the GED, postsecondary, and workplace skills. The Benchmarks are arranged sequentially. One assumes all preceding benchmark skills are at a proficient level. Appropriate level refers to the appropriate NRS level.

Dots relate to the National Reporting System (NRS) and Grade Equivalence (GE) levels in the table. A dot in a column indicates when each of these concepts is typically taught and proficiency is reached. Check marks indicate skills typically required to be successful with the GED, postsecondary training, and the workplace.

Abbreviations Key

ABE – Adult Basic Education
GE – Grade Equivalents
NRS – National Reporting System

Beg Lit – Beginning Literacy
Beg ABE – Beginning ABE Literacy
Low Int – Low Intermediate ABE

High Int – High Intermediate ABE
ASE Low – Adult Secondary Education Low
ASE High – Adult Secondary Education High

Checks

GED ✓

A check mark in the GED column indicates the skills that are typically required to be successful on the GED Test.

Workplace Skills ✓

A check mark in the Workplace Skills column indicates the literacy and numeracy skills that are typically needed for the workplace.

Postsecondary ✓

A check mark in the Postsecondary column indicates the skills that are typically needed to enter a postsecondary setting.

Dots

A dot in the NRS column indicates when students are typically taught and reach proficiency in the skill.

Mathematics Standard: The adult learner develops and applies mathematical strategies in a variety of situations.

The Adult Mathematics Standard addresses the following Benchmarks:

- MA1: Pre-Computational Math Skills
- MA2: Whole Numbers
- MA3: Fractions
- MA4: Decimals
- MA5: Ratios, Proportions, and Percentages
- MA6: Units of Time and Measurements
- MA7: Tables, Charts, Graphs, and Maps
- MA8: Data Analysis
- MA9: Geometry
- MA10: Algebra
- MA11: Technology

NRS Levels	Montana Adult Mathematics Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
MA 1	Pre-Computational Math Skills									
MA 1.1	Recognize numbers and count objects	●						✓	✓	✓
MA 1.2	Recognize and count patterns (2's, 5's, 10's, 100's, etc.)	●						✓	✓	✓

NRS Levels	Montana Adult Mathematics Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
MA 2	Whole Numbers									
MA 2.1	Add and subtract single digit numbers	●						✓	✓	✓
MA 2.2	Recognize even and odd numbers	●						✓	✓	✓
MA 2.3	Identify place value at least to the thousands place		●					✓	✓	✓
MA 2.4	Add and subtract up to three-digit numbers		●					✓	✓	✓
MA 2.5	Multiply and divide single digit numbers		●					✓	✓	✓
MA 2.6	Round place values to appropriate levels		●	●				✓	✓	✓
MA 2.7	Perform whole number operations up to four digits			●				✓	✓	✓
MA 2.8	Demonstrate understanding of basic mathematical symbols		●	●				✓	✓	✓
MA 2.9	Calculate mean, median, mode and range				●			✓	✓	✓
MA 2.10	Determine correct operations to solve narrative whole number problems				●			✓	✓	✓
MA 2.11	Use estimation and mental math at appropriate level	●	●	●	●	●	●	✓	✓	✓
MA 2.12	Recognize inverse operations		●	●	●			✓	✓	✓
MA 2.13	Use order of operations at appropriate level		●	●	●			✓	✓	✓
MA 2.14	Recognize appropriate representation to solve a problem			●	●	●	●	✓	✓	✓

NRS Levels	Montana Adult Mathematics Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
MA 3	Fractions									
MA 3.1	Identify and express part to whole in fraction form	●	●	●				✓	✓	✓
MA 3.2	Identify and calculate equivalent fractions		●	●				✓	✓	✓
MA 3.3	Compare and order fractions		●	●				✓	✓	✓
MA 3.4	Convert mixed numbers and improper fractions			●				✓	✓	✓
MA 3.5	Add, subtract fractions with like denominators		●	●				✓	✓	✓
MA 3.6	Add, and subtract fractions and mixed numbers			●	●			✓	✓	✓
MA 3.7	Multiply and divide fractions and mixed numbers			●	●			✓	✓	✓
MA 3.8	Convert fractions to decimals			●	●			✓	✓	✓
MA 3.9	Determine correct operations to solve narrative fraction problems		●	●	●			✓	✓	✓
MA 4	Decimals									
MA 4.1	Identify and express money using decimal numbers		●	●				✓	✓	✓
MA 4.2	Identify place value at least to the thousandths place			●	●			✓	✓	✓
MA 4.3	Convert decimal numbers to fractions			●	●			✓	✓	✓
MA 4.4	Round place values at appropriate levels			●	●			✓	✓	✓
MA 4.5	Compare and order decimal numbers		●	●	●			✓	✓	✓
MA 4.6	Read and write decimal numbers, including scientific numbers		●	●	●			✓	✓	✓
MA 4.7	Add, subtract, multiply and divide decimal numbers			●	●			✓	✓	✓
MA 4.8	Determine correct operations to solve narrative decimal problems		●	●	●			✓	✓	✓

NRS Levels	Montana Adult Mathematics Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
MA 5	Ratios, Proportions, and Percentages									
MA 5.1	Calculate simple ratio and proportion problems				●			✓	✓	✓
MA 5.2	Solve ratio and proportion narrative problems					●		✓	✓	✓
MA 5.3	Convert percents, decimals and fractions			●	●			✓	✓	✓
MA 5.4	Solve percent problems by finding the part, the percent, and the whole				●	●		✓	✓	✓
MA 5.5	Determine correct operations to solve narrative percentage problems				●			✓	✓	✓
MA 5.6	Compute benchmark percentages (1%, 10%, 50%, etc.)				●	●		✓	✓	✓
MA 6	Units of Time and Measurement									
MA 6.1	Read time to the nearest hour, half hour, and quarter hour on an analog clock	●							✓	
MA 6.2	Read calendars	●							✓	
MA 6.3	Read a thermometer	●						✓	✓	
MA 6.4	Identify standard capacity measurements (cups, pints, quarts, and gallons)	●							✓	
MA 6.5	Identify standard linear measurements (English and metric)	●	●	●					✓	
MA 6.6	Identify units of measurement on measurement tools (rulers, scales, gauges, etc.)		●	●	●				✓	
MA 6.7	Solve narrative problems using conversions of units of weight, length, capacity, and time				●	●		✓	✓	

NRS Levels	Montana Adult Mathematics Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
MA 7	Tables, Charts, Graphs, and Maps									
MA 7.1	Identify graphs such as bar, line, and pie		●	●	●			✓	✓	✓
MA 7.2	Solve narrative problems using tables, charts and graphs		●	●	●	●		✓	✓	✓
MA 7.3	Compare, analyze, and interpret tables, charts, and graphs					●	●	✓	✓	✓
MA 7.4	Calculate distance on maps			●	●			✓	✓	✓
MA 7.5	Solve narrative problems using maps			●	●			✓	✓	✓
MA 8	Data Analysis									
MA 8.1	Calculate simple probability				●			✓	✓	✓
MA 8.2	Perform basic statistical operations on data (mean, median, etc.)					●		✓	✓	✓
MA 8.3	Predict trends or possible outcomes based on data						●	✓	✓	✓
MA 8.4	Select appropriate statistical measure to best represent data						●	✓	✓	✓
MA 9	Geometry									
MA 9.1	Identify geometric shapes	●	●	●	●			✓	✓	✓
MA 9.2	Calculate perimeter, circumference, area, and volume				●			✓	✓	✓
MA 9.3	Represent numbers with symbols in formulas				●	●		✓	✓	✓
MA 9.4	Solve problems involving angles				●	●	●	✓	✓	✓
MA 9.5	Use the Pythagorean Theorem to solve problems						●	✓	✓	✓
MA 9.6	Solve problems using the concepts of similarity, congruence, and translations				●	●	●	✓	✓	✓
MA 9.7	Solve narrative geometric problems						●	✓	✓	✓
MA 9.8	Identify geometric points and shape on the coordinate plane to solve problems				●	●	●	✓		✓
MA 9.9	Solve geometric problems using the coordinate plane (translations, slides, reflections, etc.)				●	●	●	✓		✓

NRS Levels	Montana Adult Mathematics Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
MA 10	Algebra									
MA 10.1	Add, subtract, multiply and divide positive and negative numbers				●	●		✓	✓	✓
MA 10.2	Add and subtract polynomials				●	●		✓	✓	✓
MA 10.3	Multiply and divide polynomials				●	●	●			✓
MA 10.4	Calculate simple square roots and powers			●	●			✓	✓	✓
MA 10.5	Solve algebraic equations				●	●	●	✓	✓	✓
MA 10.6	Identify and use functional notation						●			✓
MA 10.7	Solve problems using algebraic models						●			✓
MA 10.8	Simplify rational expressions; solve rational equations						●			✓
MA 10.9	Solve inequalities						●			✓
MA 10.10	Graph equations (slope, y-intercept, parallel, perpendicular, etc.)						●			✓
MA 10.11	Solve systems of equations						●			✓
MA 10.12	Calculate complex square roots and powers						●			✓
MA 10.13	Solve quadratic equations						●			✓
MA 10.14	Translate algebraic expressions from word phrases; translate algebraic equations from word sentences				●	●	●	✓	✓	✓
MA 11	Technology									
MA 11.1	Use calculators when appropriate (basic calculator, fraction calculator, graphing calculator, etc.)	●	●	●	●	●	●	✓	✓	✓
MA 11.2	Use computers when appropriate (software, word processor, spreadsheets, etc.)	●	●	●	●	●	●	✓	✓	✓
MA 11.3	Use the Internet when appropriate (tutorials, searches, data collection, etc.)	●	●	●	●	●	●	✓	✓	✓

Introduction – Adult Reading Content Standards

The Montana Adult Reading Content Standards address the following areas:

- Decode and recognize words
- Monitor comprehension and reading strategies
- Organize and analyze literature and reflect on its meaning
- Transition into employment and/or postsecondary areas

The Montana adult reading content standards provide instructors with specific guidance in the skills a student needs to comprehend a variety of texts for a range of purposes. In reading text, proficient readers gain personal meaning, and monitor and evaluate their progress. Reading is a strategic problem solving process that develops critical and creative thinking. Thinking/reading skills help students transition to employment and secondary education.

Abbreviations Key

ABE – Adult Basic Education

GE – Grade Equivalents

NRS – National Reporting System

Beg Lit – Beginning Literacy

Beg ABE – Beginning ABE Literacy

Low Int – Low Intermediate ABE

High Int – High Intermediate ABE

ASE Low – Adult Secondary Education Low

ASE High – Adult Secondary Education High

Checks

GED ✓

A check mark in the GED column indicates the skills that are typically required to be successful on the GED Test.

Workplace Skills ✓

A check mark in the Workplace Skills column indicates the literacy and numeracy skills that are typically needed for the workplace.

Postsecondary ✓

A check mark in the Postsecondary column indicates the skills that are typically needed to enter a postsecondary setting.

Dots

A dot in the NRS column indicates when students are typically taught and reach proficiency in the skill.

NRS Levels	Montana Adult Reading Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
RD 1	The adult learner reads with understanding and is able to decode and recognize words									
RD 1.1	Name and match capital and lowercase letters to the sounds of the letters.	•	•							
RD 1.2	Recognize phonemes in rhyming, blending and in segmenting initial and final consonant sounds.	•	•							
RD 1.3	Analyze words by matching and blending consonants, vowels, vowel digraphs, diphthongs, R controlled words, two-syllable words and polysyllabic words.	•	•							
RD 1.4	Recognize sight words. Examples: <i>the, from, and, money, shoe.</i>	•	•							
RD 1.5	Recall vocabulary stated in simple lists and phrases. Examples: <i>Dolch and Fry List, quotations</i>	•	•	•					✓	
RD 1.6	Use context clues to read text. Examples: <i>words, sentences, and ideas.</i>	•	•	•	•			✓	✓	✓
RD 1.7	Identify word parts. Examples: <i>word families, suffixes, and abbreviations.</i>		•	•	•			✓		
RD 1.8	Name word relationships. Examples: <i>synonyms, antonyms, multiple meanings.</i>		•	•	•			✓	✓	✓
RD 1.9	Recognize and comprehend most everyday and some unfamiliar and specialized words and abbreviations. Examples: <i>Inc., Ms., Co., Dr., St., Ave., and G.E.D.</i>			•	•			✓	✓	
RD 1.10	Demonstrate knowledge of word parts when reading. Examples: <i>prefixes, suffixes, root/base words, compounds, contractions, symbols, and acronyms.</i>			•	•			✓		✓

NRS Levels	Montana Adult Reading Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post – secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
RD 1.11	Utilize word relationships to enhance comprehension. Examples: synonyms, antonyms, multiple meaning words, connotations, denotation, and idioms.				●	●	●	✓	✓	✓
RD 1.12	Applies knowledge of Greek and Latin roots to understand words specific to other content areas. Examples: arch-, bio-, tri-, carn-, and mega-.					●	●	✓		✓
RD 2	The adult learner reads with understanding and is able to monitor comprehension and reading strategies.									
RD 2.1	Demonstrate fluency by reading leveled texts at a reasonable rate with few errors. Example: Timed reading.	●	●	●	●	●	●			
RD 2.2	Select and practice simple comprehension strategies with instructor assistance. Examples: scan, predicting, and think aloud.	●	●	●	●					
RD 2.3	Recognize key points in simple texts and documents. Examples: menus, and newspaper ads.		●	●				✓	✓	✓
RD 2.4	Use context clues to develop comprehension. Examples: sentence and paragraph structure, definitions, restatement.		●	●	●			✓	✓	✓
RD 2.5	Select and practice comprehension strategies to use before reading. Examples: activate prior knowledge, brainstorm, categorize, preview, analyze, connect, set purpose, and use an anticipation guide.		●	●				✓		✓

NRS Levels	Montana Adult Reading Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post – secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
RD 2.6	Select and practice comprehension strategies to use during reading. Example: use context clues, partner read, retell, reread, question, predict, think aloud, pause and reflect.		•	•				✓	✓	✓
RD 2.7	Select and practice comprehension strategies to use after reading. Examples: skim, connect and apply, paraphrase, visualize, and use a graphic organizer.		•	•				✓		✓
RD 2.8	Monitor and enhance comprehension using intermediate strategies with instructor's assistance. Examples: rereading, restating, recalling, predicting, copying and rephrasing text, and using reference materials.			•	•	•				
RD 2.9	Self-monitor and enhance advanced comprehension strategies. Examples: rephrasing, summarizing, sequencing, skimming, scanning, predicting, inferences, narrative and/or expository writing.				•	•	•	✓		✓
RD 2.10	Incorporate reading skills for test taking strategies. Examples: scan, re-read, process of elimination and utilize prior knowledge.				•	•	•	✓		✓
RD 2.11	State authors' purposes. Examples: to inform, entertain.			•	•				✓	
RD 2.12	Determine the tone/mood or meaning in a variety of writing samples: editorials, magazines articles, literary text or poetry.					•	•			

NRS Levels	Montana Adult Reading Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post – secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
RD 3	The adult learner reads with understanding and is able to organize and analyze literature and reflect on its meaning.									
RD 3.1	Distinguish between fiction and nonfiction.		●	●	●					
RD 3.2	Analyze information by drawing conclusions from intermediate leveled text. Examples: <i>Narrative text; setting, plot, characters, expository, and point of view.</i>			●	●	●	●	✓	✓	
RD 3.3	Compile information from multiple sources (including print and electronic) pertinent to an investigative search.				●	●	●		✓	✓
RD 3.4	Investigate and utilize resources available for life skills, work force, and career exploration using informational text and online resources. Examples: <i>reading for pleasure or information.</i>				●	●	●		✓	✓
RD 3.5	Recognize authors' purposes. Examples: <i>to inform, entertain, solve problems, and persuade.</i>			●	●	●		✓		
RD 3.6	Identify cause-and-effect relationships in literary texts.			●	●	●		✓		
RD 3.7	Interpret figurative language in literature. Examples: <i>simile, metaphor, and personification.</i>				●	●	●	✓		✓
RD 3.8	Compare and contrast universal themes in literature. Examples: <i>tragic hero, man versus nature, triumph over adversity, and coming of age.</i>					●	●	✓		✓
RD 3.9	Compare and contrast the presentation of a similar theme or topic across genres. Examples: <i>love theme presented through prose, poetry, and drama.</i>					●	●			✓
RD 3.10	Determine the relationship between different forms of poetry. Examples: <i>ballad, lyric, couplet, epic, elegy, ode, and sonnet.</i>					●	●	✓		✓

NRS Levels	Montana Adult Reading Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post – secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
RD 3.11	Evaluate current and historical texts. Examples: <i>philosophical, political, religious, ethical, and social issues.</i>						●	✓		✓
RD 3.12	Acquire meaning from context by recognizing unfamiliar words, action verbs, descriptive words and phrases.			●	●					
RD 3.13	Identify plot elements by recognizing characters, conflicts, resolution, sequence			●	●			✓		
RD 3.14	Find the main idea by finding the supporting details and by using the process of elimination.			●	●	●		✓	✓	✓
RD 3.15	Apply prior knowledge to ideas, situations, characters, and/or beliefs.				●	●		✓		✓
RD 3.16	Analyze tone by choosing words that determine the mood.				●	●				
RD 3.17	Make inferences by identifying details, clue words and using personal experience.				●	●		✓	✓	✓
RD 3.18	Find clue words to identify contrasts and comparisons. Example: <i>like, also, similarly, however, but, on the other hand.</i>				●	●	●	✓		✓
RD 3.19	Interpret theme by using general ideas, moral images and symbols inferred in a short story or novel.					●	●	✓		✓
RD 3.20	Respond to a work of literature by interpreting selected phrases, sentences, or passages and apply the information to modern life.					●	●		✓	✓

NRS Levels	Montana Adult Reading Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post – secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
RD 3.21	Determine the tone/mood or meaning in a variety of writing samples: editorials, magazines articles, literary text or poetry.					●	●	✓		✓
RD 3.22	Describe the literary elements and characteristics of fiction, nonfiction, drama and poetry.					●	●	✓		✓
RD 3.23	Recognize the essentials of poetry by identifying the effects of rhythm and rhyme, interpreting figurative language, interpreting symbols and images, making inferences and interpreting theme.					●	●	✓		✓
RD 3.24	Recognize the essential component of drama by identifying plot, character, motivation, and theme.					●	●	✓		✓
RD 3.25	Incorporate critical thinking skills while reading. Examples: <i>comprehension, application, analysis and synthesis.</i>					●	●	✓	✓	✓
RD 4	The adult learner reads with understanding and is able to transition into employment and/or postsecondary areas.									
RD 4.1	Identify and connect prior knowledge to new information. <i>Examples: knowledge of birds connected to conservation issues.</i>	●	●	●	●			✓	✓	
RD 4.2	Apply reasoning and logic to discern opinions, propaganda and bias within written publications. Examples: <i>editorials and political advertising.</i>				●	●	●	✓		✓
RD 4.3	Interpret information concerning life skills. Examples: <i>insurance, housing, medical, and transportation.</i>			●	●	●	●		✓	
RD 4.4	Evaluate information for work force and career exploration. Examples: <i>job service listings in electronic and printed form, scholarship information.</i>				●	●	●		✓	

NRS Levels	Montana Adult Reading Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post – secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
RD 4.5	Synthesize information for work force and career exploration. Example: <i>for which job would I qualify?</i>					●	●		✓	
RD 4.6	Analyze current community, national and world issues. Example: <i>able to make informed decisions when voting and/or advocating.</i>					●	●		✓	✓
RD 4.7	Organize, evaluate, analyze and interpret findings from research. Example: <i>nutritional information, job exploration and postsecondary opportunities.</i>						●		✓	✓
RD 4.8	Connect prior literary experiences to purposeful selection and evaluation of material based on reliability, authenticity, and literary merit. Example: <i>author's credibility, social impact, sustaining value.</i>						●		✓	✓

Introduction – Adult Science Content Standards

The Montana Adult Science Content Standards address the following areas:

Concepts Common to all Scientific Fields
Life Science
Earth and Space Science
Physical Science

The following standards provide guidelines for Montana's Adult Basic and Literacy Education teachers as they instruct adult learners. These standards address a broad-based knowledge of scientific principles, concepts and processes. They are not meant to be all-inclusive, considering scientific knowledge is continually evolving through new discoveries and technological advances.

Grade Equivalents (GE) are listed at the top of each page and dots in those columns are used to indicate when each of these concepts is typically taught and mastered. Dots are not entered in the first two Grade Equivalent columns because the science concepts listed are typically taught after the fourth grade when adequate reading, language and mathematical skills are developed.

Abbreviations Key

ABE – Adult Basic Education

GE – Grade Equivalents

NRS – National Reporting System

Beg Lit – Beginning Literacy

Beg ABE – Beginning ABE Literacy

Low Int – Low Intermediate ABE

High Int – High Intermediate ABE

ASE Low – Adult Secondary Education Low

ASE High – Adult Secondary Education High

Checks

GED ✓

A check mark in the GED column indicates the skills that are typically required to be successful on the GED Test.

Workplace Skills ✓

A check mark in the Workplace Skills column indicates the literacy and numeracy skills that are typically needed for the workplace.

Postsecondary ✓

A check mark in the Postsecondary column indicates the skills that are typically needed to enter a postsecondary setting.

Dots

A dot in the NRS column indicates when students are typically taught and reach proficiency in the skill.

NRS Levels	Montana Adult Science Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SC 1	Content Standard 1—The adult learner demonstrates understanding of the principles and concepts that are common to all scientific fields.									
SC 1.1	Recognizes major scientific contributions that have been made by races and cultures everywhere in the world			●	●			✓	✓	✓
SC 1.2	Identifies parts of familiar systems and describes relationships among those parts			●	●	●		✓	✓	✓
SC 1.3	Defines and differentiates the terms: hypothesis, model, principle, law, theory and experimentation				●	●		✓	✓	✓
SC 1.4	States simple hypotheses about cause-and-effect relationships				●	●		✓	✓	✓
SC 1.5	Plans and designs an experiment using all of the steps of the scientific method				●	●	●			✓
SC 1.6	Maintains accurate and detailed reports					●	●		✓	✓
SC 1.7	Writes clear, step-by-step instructions for conducting investigations or following a procedure					●	●		✓	✓
SC 1.8	Interprets and presents information and data in graphical representations; establishes relationships based on evidence and logical argument; and draws conclusions					●	●	✓	✓	✓
SC 1.9	Analyze the reliability of scientific reports from multi-media sources using evidence to support or contest conclusions					●	●		✓	✓

NRS Levels	Montana Adult Science Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SC 2	Content Standard 2—The adult learner demonstrates knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.									
SC 2.1	Identifies living versus non-living components within ecosystems			●				✓		
SC 2.2	Illustrates a simple food chain			●				✓		
SC 2.3	Recognizes that offspring within families have both similarities and differences			●				✓		
SC 2.4	Explains how organisms cause changes to their environments			●	●			✓	✓	
SC 2.5	Classifies living things based on similarities and differences in behavior, basic structure, function, life cycle, and energy needs			●	●			✓		✓
SC 2.6	Describes and differentiates between the structures and functions of the plant and animal cell				●	●		✓		✓
SC 2.7	Compares and contrasts single-celled organisms with multi-celled organisms				●	●		✓		✓
SC 2.8	Identifies the components and functions of different types of cells, tissues and organs				●	●		✓		✓
SC 2.9	Describes relationships among various organisms in the ecosystem using a food chain or web				●	●		✓		✓
SC 2.10	Compares the interaction and interdependence of living and nonliving components within ecosystems				●	●		✓		✓
SC 2.11	Describes the principles of photosynthesis, respiration, and transpiration				●	●		✓		✓

NRS Levels	Montana Adult Science Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SC 2.12	Describes the basic symbiotic relationships between organisms				●	●		✓		✓
SC 2.13	Lists factors that can affect population size, growth, stability and quality of life				●	●		✓	✓	✓
SC 2.14	Explains the theory of evolution				●	●		✓		✓
SC 2.15	Describes the role of chromosomes and genes in heredity				●	●		✓		✓
SC 2.16	Describes the basic processes and phases of mitosis and meiosis				●	●		✓		✓
SC 2.17	Interprets and constructs a Punnett Square using Mendel's law of genetics				●	●		✓		✓
SC 2.18	Identifies the major systems of the human body, and how they function and work together				●	●		✓		✓
SC 2.19	Describes the major differences between viruses and bacteria and how the immune system fights them				●	●			✓	✓
SC 2.20	Explains species' diversity and adaptation, variation and extinction over geologic time				●	●		✓		✓
SC 2.21	Describes how natural selection provides a mechanism for evolution				●	●		✓		✓
SC 2.22	Explains the molecular interactions within cells					●	●			✓
SC 2.23	Describes the physiology of each system in multi-celled organisms and how each relates to homeostasis					●	●			✓
SC 2.24	Identifies the relationship of DNA, genes and chromosomes and explains how mutations affect this relationship					●	●			✓
SC 2.25	Distinguishes between dominant and recessive traits and describes information that is carried in a gene					●	●			✓

NRS Levels	Montana Adult Science Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SC 2.26	Describes the structures and functions of DNA, RNA and protein					●	●			✓
SC 2.27	Identifies the function of feedback and equilibrium in the human body					●	●			✓
SC 2.28	Explains the processes of gene replication, transcription and translation						●			✓
SC 2.29	Explains the genetic basis for Mendel's laws of segregation and independent assortment						●			✓
SC 3	Content Standard 3—The adult learner demonstrates understanding of the composition, structures, processes and interactions of Earth's systems and other objects in space.									
SC 3.1	Distinguishes between revolution and rotation of planets			●						
SC 3.2	Identifies basic components in our solar system			●				✓		
SC 3.3	Defines basic terms associated with weather systems			●				✓	✓	
SC 3.4	Describes the basic Earth materials and their physical properties			●	●			✓		
SC 3.5	Describes the water cycle and its importance in our ecosystem			●	●			✓		✓
SC 3.6	Identifies major features of the Earth's surface			●	●			✓		✓
SC 3.7	Describes the composition of the layers of the Earth			●	●			✓		✓
SC 3.8	Explains the nitrogen and carbon cycles			●	●	●		✓		✓
SC 3.9	Identifies and describes the natural events and forces that shape the Earth's surface			●	●	●		✓		✓

NRS Levels	Montana Adult Science Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SC 3.10	Describes the composition of atmosphere and the processes of weather				●	●		✓		✓
SC 3.11	Describes currents, waves, tides and ocean floor features				●	●		✓		✓
SC 3.12	Identifies and compares common objects in the solar system and how their movement affects earth's systems				●	●		✓		✓
SC 3.13	Describes and generalizes the relationships between common objects in the universe				●	●		✓		✓
SC 3.14	Explains the influence of gravity and inertia on the motions of objects in our solar system				●	●		✓		✓
SC 3.15	Explains how fossils are formed				●	●		✓		✓
SC 3.16	Explains how plate tectonics are involved in the formation of the Earth's structures				●	●				✓
SC 3.17	Describes and analyzes theories about the origin of the universe					●	●			✓
SC 3.18	Analyzes the principles, processes and effects of the hydrologic cycle on the Earth's systems					●	●			✓
SC 3.19	Explains the laws of planetary motion						●			✓
SC 4	Content Standard 4--The adult learner demonstrates understanding of the properties, forms, changes and interactions of physical and chemical systems.									
SC 4.1	Identifies the different states of matter			●				✓		
SC 4.2	Identifies electrical conductors and insulators			●				✓		
SC 4.3	Classifies the types of energy			●	●			✓		
SC 4.4	Differentiates between a physical change and a chemical change			●	●			✓		

NRS Levels	Montana Adult Science Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SC 4.5	Classifies matter in terms of atoms, elements, molecules, compounds, mixtures, and solutions				●			✓		
SC 4.6	Describes and classifies the basic properties of each type of energy				●			✓		✓
SC 4.7	Describes the properties of and the relationships between mass, volume and density				●			✓		✓
SC 4.8	Classifies and describes matter based on physical and chemical properties				●			✓		✓
SC 4.9	Explains how elements are made up of atoms and arranged according to their atomic weight in the Periodic Table of the Elements					●		✓		✓
SC 4.10	Describes the basic properties of atoms, elements, molecules, compounds, mixtures, and solutions					●		✓		✓
SC 4.11	Describes the basic principles of Newton's laws of motion					●		✓		✓
SC 4.12	Identifies and analyzes simple and complex machines					●		✓		✓
SC 4.13	Identifies and describes ionic, covalent and hydrogen bonds					●		✓		✓
SC 4.14	Explains the difference between endothermic and exothermic reactions					●		✓		✓
SC 4.15	Defines the law of conservation of energy					●				✓

NRS Levels	Montana Adult Science Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SC 4.16	Explains how energy is exchanged or transformed in all chemical reactions and physical changes of matter					●		✓		✓
SC 4.17	Explains the principles involved in the conservation of mass					●		✓		✓
SC 4.18	Describes the connection between electricity and magnetism					●	●	✓		✓
SC 4.19	Recognizes and explains the central role of carbon plus the five other key elements that make up most of the Earth's biomass						●			✓
SC 4.20	Describes how reactions occur at different rates and that rates can be changed by altering concentration of reactants, temperature, surface areas and catalysts						●			✓
SC 4.21	Analyzes chemical reactions by writing balanced chemical equations						●			✓
SC 4.22	Assesses chemical reaction rates and the factors that affect chemical reaction rates						●			✓
SC 4.23	Writes the equilibrium expression and calculates the equilibrium constant for a reaction						●			✓
SC 4.24	Predicts chemical formulas based on the number of valence electrons						●			✓

Introduction – Adult Social Studies Content Standards

The Montana Adult Social Studies Content Standards address the following areas:

Geographic tools
Historical perspectives
Political systems
Economic principles

The Montana social studies standards provide instructors with specific guidance in using social studies to help adult learners to become informed and active citizens by understanding the local, state and global viewpoint.

Abbreviations Key

ABE – Adult Basic Education

GE – Grade Equivalents

NRS – National Reporting System

Beg Lit – Beginning Literacy

Beg ABE – Beginning ABE Literacy

Low Int – Low Intermediate ABE

High Int – High Intermediate ABE

ASE Low – Adult Secondary Education Low

ASE High – Adult Secondary Education High

Checks

GED ✓

A check mark in the GED column indicates the skills that are typically required to be successful on the GED Test.

Workplace Skills ✓

A check mark in the Workplace Skills column indicates the literacy and numeracy skills that are typically needed for the workplace.

Postsecondary ✓

A check mark in the Postsecondary column indicates the skills that are typically needed to enter a postsecondary setting.

Dots

A dot in the NRS column indicates when students are typically taught and reach proficiency in the skill.

NRS Levels	Montana Adult Social Studies Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SS 1	The adult learner demonstrates the use of geographic tools to locate and analyze information about people, places, and environments.									
SS 1.1	Locate information on local community, state, national and international maps.		•	•				✓		
SS 1.2	Recognize that maps and globes represent different views of the world.		•	•				✓		
SS 1.3	Identify major bodies of water, continents, countries, capitals, and physical features on maps and globes. <i>Example: deserts and mountains.</i>		•	•				✓	✓	
SS 1.4	Utilize map legends, symbols, distance scales, and compass rose.		•	•				✓	✓	
SS 1.5	Define and use lines of longitude and latitude to locate positions on maps and globes.		•	•				✓		
SS 1.6	Interpret climate maps and define major climate zones of the world. <i>Example: tropical, temperate, polar.</i>		•	•				✓		
SS 1.7	Find geographical information in tables, circle, line, bar and pictographs.		•	•				✓	✓	✓
SS 1.8	Summarize information on thematic maps including relief, population, resource, aerial, historical, and political maps.			•	•	•	•	✓	✓	✓

NRS Levels	Montana Adult Social Studies Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SS 1.9	Compare and contrast different regions within a state, country and continent.			●	●			✓		
SS 1.10	Identify common characteristics of people (language, religion, ethnicities) who make up cultural regions on earth.			●	●	●	●	✓	✓	✓
SS 1.11	Describe the cause – effect relationship of population migration and cultural diffusion.			●	●	●		✓		
SS 1.12	Distinguish between renewable and nonrenewable resources.			●	●			✓		✓
SS 1.13	Explain how people depend on the physical environment and natural resources to satisfy basic needs.			●	●			✓	✓	✓
SS 1.14	Describe the effects of human activity on the physical environment. Example: resource depletion, desertification, and greenhouse effect.			●	●	●	●		✓	✓
SS 1.15	Describe how people can conserve natural and man-made resources.			●	●	●		✓	✓	✓
SS 1.16	Explain the factors that influence climate and seasonal change. Example: earth's position in relation to sun, ocean currents, mountains.			●	●			✓		✓
SS 1.17	Evaluate various thematic maps to make real life decisions and/or support a conclusion. Example: time zones, weather, toxic waste sites, and income distribution.				●	●	●	✓	✓	✓

NRS Levels	Montana Adult Social Studies Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SS 2	The adult learner demonstrates a historical perspective through study and analysis of key historical events, places, documents, and persons in United States and world history.									
SS 2.1	Identify topics by previewing historical readings and graphics.			•	•			✓		
SS 2.2	Distinguish supporting facts from main ideas in historical readings, charts, graphs, and maps.			•	•	•	•	✓		
SS 2.3	Arrange key historical events on a time line in chronological sequence.			•	•	•	•	✓		
SS 2.4	Distinguish cause and effect in major historical events. Example: <i>unfair taxation led to American Revolution; slavery led to secession and Civil War.</i>			•	•	•		✓		✓
SS 2.5	Recognize the problem and solution pattern from key historical events. Example: <i>Depression---New Deal; rise of fascism—World War II.</i>			•	•			✓		✓
SS 2.6	Compare and contrast past and present events, life styles, inventions and social roles through historical readings, photographs, and art.			•	•			✓		
SS 2.7	Distinguish stated and unstated ideas to make simple inferences from historical readings and graphics.			•	•			✓		✓
SS 2.8	Apply context clues to expand vocabulary from historical readings.				•	•		✓	✓	

NRS Levels	Montana Adult Social Studies Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SS 2.9	Summarize main ideas from historical documents and graphics.				●	●	●	✓		
SS 2.10	Distinguish fact from opinion by recognizing key opinion words found in historical reading. Example: <i>best, worst, only, believe.</i>				●	●	●	✓		✓
SS 2.11	Analyze the positive contributions of selected individuals from world and U.S. history. Example: <i>Jefferson, Lincoln, King, Tubman.</i>				●	●	●	✓		✓
SS 2.12	Compare and contrast key characteristics of ancient civilizations and empires. Example: <i>Egypt, Greece, Rome, Middle East, China.</i>				●	●	●	✓		
SS 2.13	Describe the impact of major events and movements on the course of history and society. Example: <i>inventions, Renaissance, Industrial Revolution, American Revolution, American western expansionism, development of nuclear power.</i>				●	●	●	✓		✓
SS 2.14	Recognize changing boundaries on historical maps due to shifts in power or ownership.				●	●	●	✓		✓
SS 2.15	Recognize the historical context of a document. Example: <i>Magna Carta, Monroe Doctrine, Missouri Compromise, UN Charter.</i>					●	●	✓		
SS 2.16	Determine an author's purpose in portraying historical events and famous people. Example: <i>convince, praise, criticize.</i>					●	●	✓		✓

NRS Levels	Montana Adult Social Studies Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SS 2.17	Recognize different points of view and different interpretations of historical issues. Example: <i>immigration, use of nuclear power.</i>					●	●	✓		
SS 2.18	Distinguish opinions from hypotheses to explain historical events.					●	●	✓		✓
SS 2.19	Determine the impact of historical documents, photographs, ads, and art on public attitudes toward major events and famous people. Example: <i>segregation signs in the South; photo of first man on the moon; draft posters.</i>					●	●	✓		
SS 2.20	Interpret key U.S. historical documents to analyze past and present issues. Example: <i>Declaration of Independence, Emancipation Proclamation.</i>					●	●	✓		
SS 3	The adult learner develops a working knowledge of key concepts relating to political systems, how they function, and their application to citizenship.									
SS 3.1	Describe the basic reasons for the existence of the various levels of government. Example: <i>maintaining law and order, public health, infrastructure, public education, national security.</i>			●	●			✓	✓	✓
SS 3.2	Explain the basic responsibilities of citizenship. Example: <i>obeying laws, maintaining civility, paying taxes.</i>			●	●					
SS 3.3	Explain the origin and purpose of the Constitution.			●	●			✓		

NRS Levels	Montana Adult Social Studies Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SS 3.4	Identify basic rights guaranteed in the Bill of Rights.			●	●			✓		
SS 3.5	Explain separation of powers and the system of checks and balances.			●	●			✓		
SS 3.6	List the basic duties of Congress, the President and the Supreme Court.			●	●			✓		
SS 3.7	Identify similarities and differences in local, state, and federal government. Example: mayor, governor, president; city council, state legislature, national Congress.			●	●			✓		
SS 3.8	List and describe the steps in electing a president. Example: campaign, primary election, convention, general election, electoral college.			●	●			✓		
SS 3.9	Identify key legislators at local, state, and national levels.				●					✓
SS 3.10	Explain civic responsibilities such as voting, jury duty, and community volunteering.				●					
SS 3.11	Identify voter qualifications.				●					
SS 3.12	Explain the registration process for voting in your community.				●					
SS 3.13	Interpret a sample ballot.				●					
SS 3.14	Analyze political cartoons for implied information and opinions.				●			✓		✓
SS 3.15	Identify specific checks by one branch of government on another branch's power.				●			✓		
SS 3.16	Describe the amendment process for changing the Constitution.				●			✓		

NRS Levels	Montana Adult Social Studies Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SS 3.17	Recognize the connection between the need for taxes and governmental services, programs, entitlements, and expenses.				•			✓	✓	✓
SS 3.18	Interpret quotations from government documents. Example: <i>Bill of Rights, Declaration of Independence, and Preamble to Constitution.</i>				•			✓		
SS 3.19	Compare and contrast democracy with other forms of government. Example: <i>monarchy, oligarchy, dictatorship.</i>					•	•	✓		✓
SS 3.20	Analyze the impact of the Constitution, laws, and court decisions on the rights and responsibilities of citizens.					•	•	✓		
SS 3.21	Trace the expansion of civil rights, including the right to vote, to different groups of people. Example: <i>African-Americans, women, Native Americans, eighteen year olds.</i>					•	•	✓		
SS 3.22	Analyze political issues and candidates to prepare for voting.					•	•			
SS 3.23	Recognize and evaluate political propaganda. Example: <i>bias, red herring, band wagon, generalization.</i>					•	•	✓		✓
SS 3.24	Describe the main political parties and what they support.					•	•	✓		
SS 3.25	Explain how to follow the actions of elected officials and how to communicate with them.					•	•			

NRS Levels	Montana Adult Social Studies Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SS 4	The adult learner demonstrates knowledge of economic principles in order to make informed decisions as a worker, consumer, and citizen.									
SS 4.1	Describe the different roles that money, budgeting, banking, savings, credit, and debt have in everyday life.			•	•				✓	
SS 4.2	Explain the difference between wants and needs and how they affect personal budgeting and lifestyle.			•	•					
SS 4.3	Define basic economic terms. Example: market, supply and demand, shortage, surplus, inflation, recession, and depression.			•	•			✓		✓
SS 4.4	Distinguish between private goods and services and public goods and services. Example: family car and interstate highway system, local businesses and public schools.			•	•			✓		✓
SS 4.5	Trace basic economic history from bartering, industrialization, mass production, to computers/robotics.			•	•			✓		✓
SS 4.6	Locate specific economic data on charts and graphs.			•	•			✓	✓	✓
SS 4.7	Identify reasons for seeking consumer credit.			•	•					
SS 4.8	Explain the effect of supply/demand and equilibrium on prices of consumer goods and services.				•	•		✓	✓	
SS 4.9	List reasons for government intervention in the U.S. economic system. Example: consumer protection, interest rate regulation, minimum wages.				•	•		✓		

NRS Levels	Montana Adult Social Studies Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SS 4.10	Describe the relationship between the global economy and the U.S. economy.				●	●		✓		✓
SS 4.11	Identify different types of taxes and who collects them (local, state, or federal). Example: income, property, sales, import, Social Security, capital gains.				●	●		✓		
SS 4.12	Compare and contrast different sources of credit. Example: banks, credit unions, savings and loans, retailers.				●	●				
SS 4.13	Calculate annual percentage (interest) rate on an unpaid balance for credit cards and loans.				●	●				
SS 4.14	Draw conclusions about misuse of credit cards and unsecured loans. Example: increased debt, bankruptcy, foreclosure.				●	●				
SS 4.15	Recognize persuasive advertising techniques that influence consumer spending. Example: bait and switch, special pricing, celebrity endorsement.				●	●		✓	✓	✓
SS 4.16	Evaluate product information to determine consumer value and safety.				●	●				
SS 4.17	Calculate discounts and unit prices for comparison-shopping.				●	●			✓	
SS 4.18	Create a simple household budget showing income, fixed and discretionary expenses.				●	●				
SS 4.19	Compare and contrast home mortgage types--fixed and adjustable rates.				●	●				
SS 4.20	Define key business terms. Example: marketing, corporation, stock, stockholder, merger, bear/bull market.				●	●		✓	✓	✓

NRS Levels	Montana Adult Social Studies Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SS 4.21	Summarize reasons for the rise of labor unions, their strategies, and impact on the American workforce. Example: pickets, strikes, collective bargaining.				●	●		✓		✓
SS 4.22	Explain the connections between unemployment and poverty vs. high-paying jobs, education, and a high-tech economy.				●	●		✓		✓
SS 4.23	Identify work related skills needed for good paying jobs. Example: computer literacy, flexibility, work ethic.				●	●			✓	✓
SS 4.24	List steps and strategies in choosing a career.				●	●			✓	✓
SS 4.25	Compare and contrast capitalism, socialism and communism as economic systems.					●	●	✓		✓
SS 4.26	Explain the connection between a free enterprise economy and a democratic system of government.					●	●	✓		✓
SS 4.27	Interpret economic trends over time. Example: business cycles, employment rates, impact of world events.					●	●	✓	✓	✓
SS 4.28	Analyze how various personal and cultural points of view influence economic decisions. Example: land ownership and utilization, taxation, job choices, shared wealth.					●	●	✓		
SS 4.29	Evaluate the U.S. government's role in regulating American business practice. Example: SEC, FDIC, Federal Reserve, subsidies, consumer protection agencies.					●	●	✓		

NRS Levels	Montana Adult Social Studies Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
SS 4.30	Analyze the effects of international trade agreements on the American economy. Example: NAFTA, balance of trade.					●	●	✓		✓
SS 4.31	Interpret economic data on an area's cost of living and incomes in various occupations to make life choices.					●	●	✓		✓
SS 4.32	Utilize computers to access information on employment and training opportunities, consumer goods, credit reports, etc. to make informed decisions.					●	●	✓	✓	✓
SS 4.33	Utilize computers to generate a variety of business correspondence. Example: job application, resume, letters, memos.					●	●	✓	✓	✓
SS 4.34	Evaluate the practice of deficit financing by the U.S. government and the impact on the American public.					●	●			✓
SS 4.35	Recognize examples of economic values depicted in photographs, ads, and cartoons. Example: hard work, thrift, charity, greed, materialism.					●	●	✓		✓

Introduction – Adult Writing Content Standards

The Montana Adult Writing Content Standards address the following areas:

- Determine the purpose in written communication
- Write clearly and effectively
- Consistently address the conventions and mechanics of writing
- Develop written language skills necessary to be successful in the work place and life skills

The Montana adult writing standards provide instructors with specific guidance to teach writing as a lifelong tool. These standards provide instructors with specific tools to promote a holistic approach to instruction using K-12 curricula content, general workforce materials, and consumer-related texts in addition to curricular materials designed specifically for adult learners. They address areas that support lifelong learners in the areas of education, employment and personal development.

Abbreviations Key

ABE – Adult Basic Education

GE – Grade Equivalents

NRS – National Reporting System

Beg Lit – Beginning Literacy

Beg ABE – Beginning ABE Literacy

Low Int – Low Intermediate ABE

High Int – High Intermediate ABE

ASE Low – Adult Secondary Education Low

ASE High – Adult Secondary Education High

Checks

GED ✓

A check mark in the GED column indicates the skills that are typically required to be successful on the GED Test.

Workplace Skills ✓

A check mark in the Workplace Skills column indicates the literacy and numeracy skills that are typically needed for the workplace.

Postsecondary ✓

A check mark in the Postsecondary column indicates the skills that are typically needed to enter a postsecondary setting.

Dots

A dot in the NRS column indicates when students are typically taught and reach proficiency in the skill.

NRS Levels	Montana Adult Writing Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
WR 1	The adult learner uses written language to determine the purpose in written communication.									
WR 1.1	Write for a purpose as directed with minimal or limited attention to audience. Example: write a grocery list or “to do” list for self or someone else to follow, keep a journal.	•	•							
WR 1.2	Write for a purpose as directed to a specific audience. Example: write a note to a school to explain a child’s absence or briefly explain your suggestion on a suggestion card, including your name, address and phone number.	•	•						✓	
WR 1.3	Write for a self-determined purpose and audience for communicating with limited instructional support. Example: write a thank you note to a friend.		•	•					✓	
WR 1.4	Write for a self-determined purpose and audience for communication in writing independently. Example: write to a landlord to explain a needed repair, or write a letter of application for employment.			•	•			✓	✓	
WR 1.5	Write for a variety of purposes. Example: to inform, record, entertain, or persuade.			•	•	•	•	✓	✓	✓
WR 1.6	Write to inform by including a topic sentence for every paragraph.			•	•	•		✓		

NRS Levels	Montana Adult Writing Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
WR 1.7	Incorporate use of literary devices in writing. Example: irony, contradiction, foreshadowing, and flashback.					●	●	✓		✓
WR 1.8	Integrate theme, point of view, characterization, setting, and plot in written works.					●	●			✓
WR 1.9	Integrate various poetic devices in written works. Example: rhythm, repetition, alliteration.					●	●			✓
WR 1.10	Use resources and feedback to assist with written communication. Example: instructor, textbooks, Internet sources.			●	●	●	●		✓	✓
WR 1.11	Write a persuasive composition, include clearly stated position or claim.					●	●	✓		✓
WR 1.12	Write a persuasive composition by acknowledging and refuting opposing arguments. Example: close using an effective conclusion.					●	●	✓		✓
WR 1.13	Write an informative composition by providing detailed evidence and examples.						●	✓		✓
WR 1.14	Write to inform by including relevant factors and variables in a research paper using MLA formatting.						●			✓

NRS Levels	Montana Adult Writing Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
WR 2	The adult learner uses written language to write clearly and effectively by applying a range of skills and strategies in the writing process.									
WR 2.1	Determine a structure that fits the style of writing. Example: letter format, narrative, essay and poetry.		●	●				✓	✓	
WR 2.2	Use pre-writing strategies to create simple to complex paragraph(s). Examples: brainstorming, clustering, outlining, webbing, and using graphic organizers.		●	●	●	●	●	✓		✓
WR 2.3	Use a variety of sentence structures. Example: simple, compound, complex.		●	●				✓		✓
WR 2.4	Employ a variety of paragraphing strategies. Examples: topical, chronological, spatial, and appropriate to application and purpose.			●	●			✓		✓
WR 2.5	Evaluate drafts for use of ideas, content, organization, voice, word choice and sentence fluency.				●	●	●	✓	✓	✓
WR 2.6	Rearrange words, sentences and paragraphs to clarify meaning.				●	●	●	✓	✓	✓
WR 2.7	Delete irrelevant or redundant information.				●	●	●	✓		✓
WR 2.8	Write, edit, and rewrite a multiple paragraph essay with clearly focused main ideas and supporting details relying on limited assistance from instructor. Example: GED practice essay.				●	●	●	✓		✓
WR 2.9	Incorporate literal and figurative language when appropriate. Examples: clichés, simile, metaphor, personification, hyperbole, symbolism, allusion and imagery.					●	●	✓		✓

NRS Levels	Montana Adult Writing Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
WR 2.10	Establish coherence within and among paragraphs in an essay, using effective transitions, parallel structures, and similar techniques.				●	●	●	✓		✓
WR 2.11	Write, edit, and re-write a clearly focused main idea in an essay, incorporating supporting details without instructor assistance. Example: GED test essay requirement.					●	●	✓		✓
WR 2.12	Use resources and feedback to assist in the writing process. Examples: instructors, rubrics, writing textbooks, and Internet sources.			●	●	●	●	✓		✓
WR 2.13	Incorporate background information to establish thesis. Example: hypothesis or essential question.					●	●	✓		✓
WR 2.14	Communicate information in a written format using ideas from primary and/or secondary sources accurately and coherently.					●	●	✓		✓
WR 2.15	Locate and evaluate information on a specific topic. Organize, summarize, and synthesize information into finished project. Examples: integrate direct quotes and use internal citations.						●	✓		✓
WR 2.16	Make effective use of current and emerging technologies and information sources to write. Examples: computer software, Internet, and podcasts.						●	✓		✓
WR 2.17	Include a work cited, bibliography or reference page, using MLA formatting.						●			✓

NRS Levels	Montana Adult Writing Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
WR 3	The adult learner uses written language to consistently address the conventions and mechanics of writing as indicated by Edited American English (EAE).									
WR 3.1	Identify and properly use parts of speech. <i>Examples: nouns, verbs, adjectives, adverbs and pronouns.</i>		•	•				✓		
WR 3.2	Demonstrate knowledge and use of proper subject-verb agreement, pronoun agreement, and verb tense. <i>Examples: singular or plural; past, present and future.</i>		•	•				✓	✓	
WR 3.3	Recognize and utilize correct spelling, capitalization, punctuation, and word usage.		•	•	•	•	•	✓	✓	
WR 3.4	Identify and utilize proper sentence formation to eliminate fragments, run-ons, comma splices, and lack of parallel structure.			•	•	•	•	✓		✓
WR 3.5	Use resources and feedback from credible sources to correct and revise conventions. <i>Examples: instructor, dictionary, word lists, spelling/grammar checkers, and thesaurus.</i>					•	•	✓		✓

NRS Levels	Montana Adult Writing Content Standards	1-Beg Lit	2-Beg ABE	3-Low Int	4-High Int	5-ASE Low	6-ASE High	GED	Workplace	Post - secondary
GE		0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9			
WR 4	The adult learner uses written language to develop written language skills necessary to be successful in the work place and life skills.									
WR 4.1	Complete written information on forms. Example: accident reports, employment applications, medical history information, assistance applications.			●	●				✓	
WR 4.2	Compose a resumé cover letter and letter of interest.			●	●			✓	✓	
WR 4.3	Write a variety of work related texts. Examples: forms, memos, business letters, reports, directions, cover letter, resumé and letter of interest.				●	●			✓	
WR 4.4	Develop a written and electronic portfolio.				●	●	●			✓
WR 4.5	Present information purposefully and concisely to meet the needs of the intergraded audiences. Example: prospective employer.				●	●	●		✓	✓

Bibliography

Aligning CASAS Competencies and Assessments to Basic Skills Content Standards: A project for the CASAS national consortium member states. (2006, July). Retrieved 21 October 2008, from the Adult Content Standards Warehouse

Arizona Adult Education Content Standards. Retrieved February 2009, from
http://www.ade.state.az.us/adult-ed/adult_ed_standards.asp

CASAS Basic Skill Content Standards. Retrieved February 2009, from
<https://www.casas.org/home/index.cfm?fuseaction=home.showContent&MapID=1789>

Contemporary's Breakthroughs in Social Studies. (1996). Chicago, Illinois: McGraw Hill, Co.

Contemporary's GED Science. (2002). Chicago, Illinois: McGraw Hill, Co.

Contemporary's Pre GED Social Studies. (2002). Chicago, Illinois: McGraw Hill, Co.

EFF Content Standards for Adult Literacy and Lifelong Learning. Retrieved October 2008, from
<http://www.nfl.gov/linc/collections/eff/standard/eff>

Florida Department of Education. (2008, July). *Student Performance Standards: Adult basic education* (Reading, 9900002). Retrieved 21 October 2008, from the Adult Content Standards Warehouse.

Florida Department of Education. *Student Performance Standards.* Retrieved February 2009, from
<http://www.fldoe.org/workforce/dwdframe/>

Massachusetts Department of Education Adult and Community Learning Services . (2001, June). *Massachusetts Adult Basic Education Curriculum Framework for Science and Technology/Engineering* (draft). Retrieved February 2009, from
<http://www.doe.mass.edu/acls/frameworks/>

Massachusetts Adult Basic Education Curriculum Framework for Mathematics and Numeracy. Retrieved February 2009, from
<http://www.adultcontentstandards.org/ReferenceFiles/MAMath.pdf>

Montana content standards and performance descriptors, 1999/2000. *Montana Standards for Reading.* Retrieved November 2008, from <http://www.opi.state.mt.us/Accred/cstandards.html>

Montana content standards and performance descriptors , 2006. *Montana Science Standards*. Retrieved February 2009, from <http://www.opi.state.mt.us/Accred/cstandards.html>

Ohio Math Benchmarks, revised. Retrieved February 2009, from <http://literacy.kent.edu/opas/standards.htm>

Robb, Laura. (2003). *Teaching Reading in Social Studies, Science, and Math*. New York, NY. Scholastic Inc.

Steck Vaughn GED Language Arts, Reading. (2002). Austin, Texas. Steck Vaughn Co.

Steck Vaughn GED Language Arts, Writing. (2002). Austin, Texas. Steck Vaughn Co.

Steck-Vaughn Maps Globes and Graphs. (1989). Austin Texas. Steck-Vaughn Co.

Steck-Vaughn Pre GED Social Studies. (2002). Austin, Texas. Steck-Vaughn Co.

Steck Vaughn GED Science. (2002). Austin, Texas. Steck Vaughn Co.

Steck-Vaughn GED Social Studies. (2002). Austin, Texas. Steck-Vaughn Co.

Texas Adult Education Standards and Benchmarks for ABE ASE and ESL learners: Implementation guide, version 1.0. (2007, June). Retrieved 2 October 2008, from <http://www-tcall.tamu.edutaesp/guide/2readproperform.html>

Washington state Board of Community and Technical Colleges (SBCTC). *The Washington State Adult Learning Standards*, 2006. Retrieved 21 October 2008, from the Adult Content Standards Warehouse .

West Virginia Instructional Goals and Objectives (IGOs): Reading verification checklist WV ABE instructor handbook. Section 6. (2004-2005). Retrieved 21 October 2008, from the Adult Content Standards Warehouse.

West Virginia Instructional Goals and Objectives (IGOs): Mathematics. Retrieved February 2009, from http://wvabe.org/essential_igos.htm

WTCS: Wisconsin course outcome summary, revised December 2005. Retrieved 21 October 2008, from the Adult Content Standards Warehouse.

Wyoming ABE mathematics content standards. Retrieved February 2009, from http://www.adultedcontentstandards.org/ReferenceFiles/WYMath.htm#AECSW_startofstandard